



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

13033 S Estrella Parkway, Goodyear, AZ 85338

Buckeye Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2003-04	Performing
2002-03	New School
2001-02	N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Eric Godfrey
 Schedule : 7:00 AM to 4:00 PM
 Grades : 9-12
 2004 Enrollment : 769
 Web Address : www.buhsd.org
 Phone Number : (623) 327-2403
 Fax Number : (623) 327-2420
 E-mail : ericg@BUHSD.org

Mission

The mission of Estrella Foothills H.S. is to provide a rigorous yet diverse academic program that will enable students to acquire the social, emotional, physical, intellectual, and technological abilities to meet the challenges of the 21st Century.

No Child Left Behind

Adequate Yearly Progress ^(b)

2003-04	Met
2002-03	Met
2001-02	N/A

School Improvement Status ^(b)

2003-04	N/A
2002-03	N/A
2001-02	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Through implementing reading and writing across the curriculum, as well as test taking strategies, freshmen students will achieve a percentile rank in total Reading on the TerraNova that correlates to a percentile rank of 61 on the Stanford 9.
- ü Utilize acceleration, remediation, and extended guided practice time in the four-period day to decrease student failure.
- ü We are please to report that EFHS has met the criteria for Adequate Yearly Progress (AYP).

Enrollment

October 1, 2003 School Year Student Enrollment : 498
 Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2003-04 : 17

Instructional Programs

- Ü Honors Program
- Ü Career and Technical Program
- Ü Concurrent Enrollment
- Ü Special Education Program
- Ü Fine and Performing Arts Program

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/5/2004
Last Day of School :	5/19/2005

Shared Responsibilities

School

It is the responsibility of all EFHS employees to provide all students with a well-rounded educational experience academically, socially, emotional, and physically in a safe and productive environment.

Parents

EFHS parents share the responsibility in acting in a partnership with the school in educating their children. This includes support for student attendance, homework, extracurricular activities, and fostering positive attitudes toward education.

Transportation Policy

Transportation of students is a privilege extended to students in the EFHS attendance boundary and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective IEPs.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Congressional Outstanding Art Scholar	2004
Ü Presidential Scholarship - U of A	2004
Ü Westside Impact Teacher of the Year	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	162	429	65934	100	100	100	503	492	492	31	42	43	17	17	18	33	29	24	19	12	15
All Students (Prior Year)	115	385	57534	95	95	91	494	491	491	40	42	46	23	21	16	20	27	23	17	10	15
Female	79	195	32586	100	98	100	504	493	491	27	39	44	18	18	19	36	32	24	19	11	14
Male	83	234	33226	100	100	99	502	491	493	35	44	42	15	17	18	30	26	24	20	13	16
African American	NC	14	3042	NC	100	98	NC	465	478	NC	71	58	NC	29	19	NC	0	17	NC	0	6
Hispanic	41	165	21740	100	96	100	495	481	475	44	55	63	3	14	17	42	26	15	11	4	5
Asian/Pacific Islander	--	NC	1643	--	NC	99	--	NC	519	--	NC	23	--	NC	13	--	NC	30	--	NC	34
American Indian/Alaskan Native	--	NC	4351	--	NC	99	--	NC	472	--	NC	68	--	NC	16	--	NC	13	--	NC	4
White	118	244	34819	100	100	99	506	502	505	26	29	27	21	19	20	30	33	31	23	19	22
Students with Disabilities	20	52	6507	100	100	100	481	469	456	100	71	83	0	21	9	0	7	6	0	0	2
Students without Disabilities	142	377	59427	98	100	100	503	493	494	30	41	41	17	17	19	33	30	25	20	13	16
Limited English Proficient Students	NC	57	6793	NC	100	100	NC	468	464	NC	77	79	NC	12	11	NC	12	8	NC	0	2
Migrant Students	--	NC	708				--	NC	469	--	NC	72	--	NC	15	--	NC	10	--	NC	3
Economically Disadvantaged	32	131	18745				494	481	475	35	58	64	15	17	16	46	21	15	4	4	5
Non-Economically Disadvantaged	130	298	47182				505	497	499	31	34	35	17	17	19	30	32	27	23	16	19

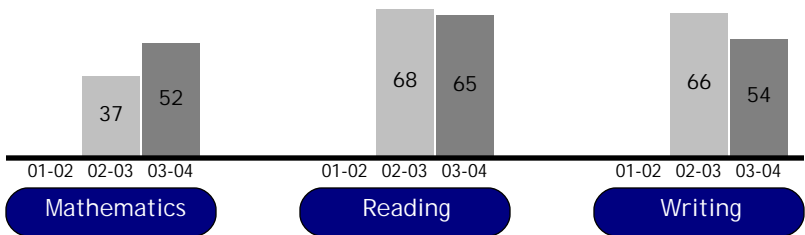
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	433	68162	97	100	100	518	506	509	4	20	18	31	27	24	59	49	51	6	5	8
All Students (Prior Year)	121	388	56700	100	95	89	514	511	512	10	12	15	22	24	23	59	56	52	9	8	10
Female	78	202	33509	95	99	100	516	504	513	4	18	15	32	29	23	62	51	52	3	3	9
Male	83	231	34521	99	100	100	520	507	505	4	22	20	30	24	24	57	47	49	9	7	7
African American	NC	12	3163	NC	100	99	NC	483	497	NC	33	22	NC	25	30	NC	42	46	NC	0	3
Hispanic	37	175	22624	93	98	100	500	486	487	11	36	32	40	30	31	49	32	35	0	2	2
Asian/Pacific Islander	NC	NC	1666	NC	NC	100	NC	NC	523	NC	NC	11	NC	NC	17	NC	NC	60	NC	NC	12
American Indian/Alaskan Native	NC	NC	4592	NC	NC	100	NC	NC	484	NC	NC	32	NC	NC	37	NC	NC	30	NC	NC	1
White	119	240	35727	98	100	100	525	522	526	1	7	7	27	24	17	64	61	64	8	7	12
Students with Disabilities	16	54	6845	89	100	100	485	466	468	0	48	53	75	35	29	25	17	18	0	0	1
Students without Disabilities	145	379	61317	98	99	100	520	508	512	4	18	15	28	26	23	61	51	53	6	5	8
Limited English Proficient Students	NC	62	7152	NC	100	100	NC	458	464	NC	75	57	NC	19	31	NC	5	12	NC	0	0
Migrant Students	--	NC	745				--	NC	469	--	NC	51	--	NC	31	--	NC	17	--	NC	1
Economically Disadvantaged	31	147	19528				498	483	487	7	36	31	48	33	32	45	30	34	0	1	2
Non-Economically Disadvantaged	130	286	48595				523	517	518	3	11	13	27	23	20	63	59	57	7	6	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	429	67629	97	99	100	519	503	524	21	28	22	26	23	16	52	48	59	2	1	3
All Students (Prior Year)	120	400	55090	99	98	87	477	475	479	11	13	16	22	18	13	66	69	70	0	0	0
Female	78	200	33347	95	98	100	532	518	537	13	22	17	25	20	15	59	56	64	3	2	4
Male	83	229	34151	99	100	99	507	489	512	28	33	27	26	26	18	45	40	54	1	0	2
African American	NC	12	3150	NC	100	99	NC	503	515	NC	25	24	NC	42	19	NC	33	56	NC	0	2
Hispanic	37	172	22313	93	96	100	496	474	493	34	42	34	31	24	19	34	34	46	0	0	1
Asian/Pacific Islander	NC	NC	1659	NC	NC	100	NC	NC	564	NC	NC	11	NC	NC	12	NC	NC	68	NC	NC	9
American Indian/Alaskan Native	NC	NC	4528	NC	NC	99	NC	NC	492	NC	NC	35	NC	NC	21	NC	NC	42	NC	NC	1
White	119	239	35593	98	100	99	526	523	547	17	18	13	23	21	14	57	59	69	3	2	4
Students with Disabilities	16	53	6712	89	100	100	491	404	445	0	65	61	50	20	18	50	15	21	0	0	0
Students without Disabilities	145	376	60917	98	98	100	520	508	530	21	26	19	25	23	16	52	49	61	2	1	3
Limited English Proficient Students	NC	62	6994	NC	100	100	NC	411	442	NC	74	58	NC	18	18	NC	9	23	NC	0	0
Migrant Students	--	NC	732				--	NC	466	--	NC	44	--	NC	23	--	NC	33	--	NC	0
Economically Disadvantaged	31	146	19310				499	468	489	29	42	35	29	26	20	43	32	44	0	0	1
Non-Economically Disadvantaged	130	283	48278				524	521	538	19	20	17	25	22	15	54	56	65	2	2	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	100	34	33	37	99	46	37	41	95	47	NA	42
	Language	100	33	30	38	99	42	34	42	94	45	35	42
	Mathematics	100	55	58	56	100	64	56	60	95	68	62	63

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Estrella Foothills High School

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 3 Parent(s)
- 2 Community Member(s)
- 1 Student(s)

Council Duties

- Ü Council Acts as an Advisory Committee
- Ü Representation to Strengthen School
- Ü Communication with the Community
- Ü Program Evaluation
- Ü Student Support
- Ü Help Implement Goals & Plan of School

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	3.00	Teacher	39.00
Other Professional Staff	4.50	Teacher Aide	2.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	16	2	0	0
4 to 6 years	5	5	0	0
7 to 9 years	0	3	0	0
10 or more years	3	5	0	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	15
Core academic classes taught by Highly Qualified (NCLB) teachers.	86
Teachers with Emergency Certificaton.	4

Resources Available at School Site

Special Facilities

- Ü 9 Computer Labs
- Ü Media Center
- Ü Student Operated Cafe
- Ü State of the art Athletic Facilities

Extracurricular Activities

- Ü 14 Varsity Sports Programs
- Ü Student Council
- Ü Freshman & JV Sports Programs
- Ü National Honor Society
- Ü 20+ Co-extra Curricular Clubs

Social Services

- Ü Recreation Facilities
- Ü Public & Private Partnerships
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

ü Student attendance rate of 98% for the year with single digit failure rates.

ü SAT 9 scores increased in all areas from previous school year.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	98	95	93	95
Transfers Out ⁵	0	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	0	10	9	9
Promotion Rate ⁸	82	98	98	94
Retention Rate ⁹	17	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

No MAP data found for this school.

The MAP is an elementary school (Grades 2-8) indicator only.

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

EFHS is a closed campus; provides a School Resource Officer; extra security; progressive Discipline Policy inclusive of Saturday School; physical layout of classrooms and building conducive to a safe and responsible learning environment.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

25

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Eric Godfrey	(623) 327-2404
Transportation Policy	Don McLaughlin	(623) 386-9757
Community Resources	Derek Fahleson	(623) 372-2418
School Nutrition Programs	Karen Eyherabide	(623) 386-9703
Parent Organization		
Student Health/Nurse	Debbie Richman	(623) 327-2413

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.